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## Teacher Immediacy

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# The Perception of Immediacy and its Effects on Motivation and Learning

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Theoretical Framework		
Immediate Behaviors	<ul style="list-style-type: none"><li>•<b>Efficiency</b> in the classroom increases from two main sources: improvements in student-teacher communications and reduction in downtime</li><li>•Immediate behavior by definition increases interpersonal closeness between student and teacher which is believed to increase efficiency in <b>student-teacher interactions</b></li><li>•Improvements in student motivation are believed to improve student <b>participation</b> and reduce student <b>misbehavior</b> within the classroom</li></ul>	Implications
Defining Terms	<ul style="list-style-type: none"><li>•<b>Verbal immediacy</b> consists of positive language, proper use of names, proper pacing, and exclusion of incoherent intrusions</li><li>•<b>Nonverbal Immediacy</b> consists of unobtrusive hand gestures, proper body language and placement, eye contact, and proximity. Nonverbal immediacy is believed to have more effect than Verbal immediacy</li></ul>	<ul style="list-style-type: none"><li>•The relationship between immediate behaviors and students is currently incomplete</li><li>•Educators stand to gain a lot of useful information simply through awareness and implementation of proper and improper instructor misbehaviors</li><li>•Awareness of types of immediate behaviors is often enough to make substantial improvements to immediate behaviors within the classroom.</li></ul>
<ul style="list-style-type: none"><li>•People are drawn towards persons they like, evaluate highly and prefer</li><li>•Behaviors that convey a message of confidence and comfortability are known as <b>Immediate Behaviors</b></li><li>•An instructor engaging in immediate behaviors is acting with <b>Teacher Immediacy</b></li><li>•Teacher Immediacy is believed to have profound influence on <b>Student Motivation</b> and <b>Student Learning</b></li><li>•There are two types of immediacy: <b>Verbal Immediacy</b> and <b>Nonverbal Immediacy</b></li><li>•The ranges of immediate behaviors fall under the following categories: <b>Haptics, Oculesics, Kinesics, Chronemics, Proxemics, Olfactics, Tone, Volume, Diction, and Syntax</b></li></ul>	Findings	Looking Forward
	<ul style="list-style-type: none"><li>•<b>Motivation</b> improvements tend to be strongly correlated to students' perceptions of immediacy</li><li>•<b>Student Learning</b> benefits tend to be strongly correlated with reported perceptions of immediacy</li><li>•<b>Student Misbehavior</b> within a classroom is often indicated by misbehavior outside of a classroom or in other classes and tends to not be readily correlated with immediate instructor behavior.</li><li>•<b>Instructor Misbehavior</b> has been shown to negate beneficial effects of proper immediate behavior.</li><li>•Certain immediate behaviors can become misbehaviors depending on the cultural characteristics of students</li></ul>	<ul style="list-style-type: none"><li>•Immediacy has profound effects on motivation and learning, the focus must now turn to the types of immediate behavior that are most helpful and the misbehaviors that are most detrimental</li><li>•In order to increase awareness and understanding of immediacy, it is imperative that more teacher action research focus upon the topic</li><li>•I will delve deeper into immediacy next fall during student teaching</li></ul>